

HICKSVILLE PUBLIC SCHOOLS



ANNUAL PROFESSIONAL PERFORMANCE REVIEW PLAN (APPR)

2011-2012

TABLE OF CONTENTS

Introduction	3
Teacher and Student Data	4
Individual Subcomponent Scores and Total Composite Effectiveness Scores	4
Assessment Development, Security and Scoring Process	4
Teacher Evaluation System.....	5
New York State Assessments in Mathematics and English Language Arts.....	5
Locally-Selected Measures of Student Achievement.....	5
Classroom Observation.....	6
Structured Review of Student Work.....	6
Evidence Binder/Portfolio.....	8
Professional Growth Goals with Self Reflection.....	9
Principal Evaluation System.....	9
Superintendent Evaluation System.....	11
Employment Decisions.....	11
Professional Development.....	11
Timely and Constructive Feedback.....	11
Training/Certification.....	12
Teacher Improvement Plans (TIP).....	12
Principal Improvement Plans (PIP).....	12
Appeals Procedure.....	13

Appendix A: New York State Teaching Standards

Appendix B: ISLLC Educational Leadership Policy Standards

Appendix C: Danielson's Framework for Teaching Rubric

Appendix D: Reeves Leadership Performance Matrix (Principal Evaluation Rubric)

Appendix E: Evaluation of Performance Effectiveness Form

Appendix F: Teacher Improvement Plan Form

ANNUAL PROFESSIONAL PERFORMANCE REVIEW

The Annual Professional Performance Review Plan for the Hicksville Public School District has been developed in conjunction with a directive from the New York State Education Department to implement New York's teacher and principal evaluation law, section 3012-c of the Education Law as added by Chapter 103 of the Laws of 2010. The new evaluation system is grounded in the New York State Teaching Standards (Appendix A) and the ISLLC Educational Leadership Policy Standards (Appendix B). The primary objective of the teacher and principal evaluation system is to foster a culture of continuous professional growth.

The statewide student growth measures will identify those educators whose students' progress exceeds that of their peers, as well as those whose students are falling behind. Measures of student achievement selected by Hicksville Public Schools will reflect the priorities, needs and targets of Hicksville Public Schools. Teacher observations and other measures will provide educators with detailed, structured feedback on their professional practice.

This plan was prepared in consultation with central office and building administrators, teachers and parents under the direction of the Superintendent of Schools. Input from each constituent group will continue to be sought on an annual basis. The plan will be revised to reflect the changing needs of the district, staff and students and where necessary to correspond with annual district goals.

The annual professional performance review will be adopted by the Board of Education by September 1, 2011. By September 10th of each school year the plan will be made available for review by any individual upon request and be posted on the District's website.

STATEMENT OF PURPOSE

The purpose of the Annual Professional Performance Review Plan is to outline a comprehensive plan for the annual review of the professional performance of teachers and principals.

GOAL

The goal of the Annual Professional Performance Review Plan is to improve the quality of teaching and learning to meet the needs of students in the Hicksville Public Schools.

OBJECTIVES

The objectives of the Annual Professional Performance Review Plan are to:

- to provide teachers with clear, consistent criteria for review
- to ensure that teachers have input into the process
- to use multiple measures for review
- tie performance to district/school priorities
- increase responsibility for self improvement
- provide support to teachers and principals in need of improvement

TEACHER AND STUDENT DATA

The District will report teacher and student data, including enrollment, attendance data and any other student, teacher, school, course and student/teacher linkage data necessary in a format and timeline prescribed by the Commissioner. The information will be submitted through the Student Information Repository System (SIRS), TEACH Online Services and BEDS Online reporting systems. The data elements that will be reported include unique statewide identifiers for all teachers assigned to reported courses, student enrollment in all elementary and middle-level courses linked to a state assessment using the statewide standardized course codes, duration of reported course selection, student-teacher linkage start/end dates, duration of student attendance, student exclusion-from-evaluation flag, student enrollment in all remaining courses using a to-be-determined statewide standardized course codes, evaluation component score, and any other personnel data required by the State Education Department.

Each classroom teacher and building principal will have the opportunity to verify the subjects and/or students assigned to them through the student management system; PowerSchool.

INDIVIDUAL SUBCOMPONENT SCORES AND TOTAL COMPOSITE SCORES

The district will report to SED the individual subcomponent score and the total composite effectiveness score for each classroom teacher and building principal in the district in a format and timeline prescribed by the Commissioner.

ASSESSMENT DEVELOPMENT, SECURITY AND SCORING PROCESS

For the administration of State Assessments, the District follows the scoring procedures as outlined in the School Administrator's Manual, Teacher Directions Manual, Scoring Site Operations Manual, and Scoring Leader Handbook provided by CTB/McGraw Hill and the NYS Education Department. These documents detail administration and scoring operations from on-site delivery of students' assessment materials to the conclusion of scoring.

Each building principal maintains test security. This includes inventory upon delivery and secure storage in a safe or vault. All testing materials remain sealed until the dates on which they will be administered. As soon as testing of each booklet is completed, all used and unused test booklets and student answer sheets are collected and securely stored until the official scoring process begins.

Scoring Site Coordinators supervise all activities related to the scoring facility. While scoring is in progress, all student test books and answer sheets, as well as scoring materials, are regarded as secure and confidential. Scoring Leaders monitor the scoring of student responses. Scorers are teachers, representing grades 3-8, and Scoring Leaders ensure the randomization of test booklets and teachers do not score student test booklets for the students of whom they have a vested interest.

At the conclusion of the official scoring window, test materials are submitted for secure destruction, as directed by NYS Education Department.

For the administration of the local assessment, Measures of Academic Progress, proctoring procedures are followed as outlined by the Northwest Evaluation Association. Students and teachers do not see test questions prior to the administration of the test. Scoring is provided by Northwest Evaluation Association and is not completed by any district employee.

TEACHER EVALUATION SYSTEM

I. New York State Assessments in Mathematics and English Language Arts (20%)

The District will use the New York State assessments in mathematics and English Language Arts for classroom teachers of students in grade 4-8 for 20% of their total composite score. The teachers will receive points based on the students' performance on the assessments as determined by the State Education Department. The scoring ranges for this subcomponent have been set by the State Education Department. For the 2011-2012 school year the scoring ranges will be:

Ineffective	0-2
Developing	3-11
Effective	12-17
Highly Effective	18-20

II. Locally-Selected Measures of Student Achievement (20%)

The District will use the NWEA Measures of Academic Progress (MAP) for students in grade 4 through 8 for the 20% based on locally-selected measures of student achievement. The Overall Percentage of Target RIT met or exceeded will be used to determine the number of points a teacher receives. For the 2011-2012 school year the scoring ranges for a teacher who teaches either mathematics or English Language Arts will be:

<u>Level</u>	<u>Overall Percentage of Target RIT</u>	<u>Score</u>
Ineffective	0-49	2
Developing	50-69	11
Effective	70-120	17
Highly Effective	121+	20

For teachers who teach both mathematics and English Language Arts, the students' performance in both mathematics and English Language Arts will be combined according to the following breakdown:

Mathematics

<u>Level</u>	<u>Overall Percentage of Target RIT</u>	<u>Score</u>
Ineffective	0-49	1
Developing	50-69	5
Effective	70-120	8
Highly Effective	121+	10

English Language Arts

Level	Overall Percentage of Target RIT	Score
Ineffective	0-49	1
Developing	50-69	6
Effective	70-120	9
Highly Effective	121+	10

The scores for classroom teachers who teach both mathematics and English Language Arts will be a combination of the two scores, which will give them a total score for locally-selected measures of student achievement in accordance with the State scoring ranges.

III. Other Measures of Effectiveness (60%)

A. Classroom Observation

The district will use the Danielson's Framework for Teaching Rubric (Appendix C) to determine the 40 points of the 60 points in the "Other Measures" subcomponent that must be based on multiple classroom observations. The breakdown of points for 2011-2012 will be:

Level	Score	
Ineffective	4	Overall performance and results do not meet standards
Developing	20	Overall performance and results need improvement in order to meet standards
Effective	35	Overall performance and results meet standards
Highly Effective	40	Overall performance and results exceed standards.

B. Structured Review of Student Work

Teachers will complete a structured review of student development and student performance through ongoing data analysis which will comprise 10 points of the "Other's Measures" subcomponent. State Assessment reports are used to identify areas of strengths and weaknesses in both English Language Arts and mathematics. Principals meet with teachers to review student performance on State Assessments, in the fall and spring, and Measures of Academic Progress following test administration. Results of these assessments are used as reference when reviewing teachers' instructional plans, observation lessons, goal setting, and when determining student programs and making instructional decisions for individual students.

The following reports may be used for data analysis for the NYS Assessments and the Measures of Academic Progress:

NYS Assessment Reports:

- GAP Analysis – school, district and teacher results for individual questions when compared to a regional benchmark.
- Snapshot Report – numbers and percentages of students by performance level and a comparison of level 3's and 4's to the region.
- Subgroup Analysis – performance level test results by district, schools or teachers, disaggregated by subgroups.
- Trends Analysis – longitudinal 3-8 test data compared to the Nassau County regional benchmark.
- Wrong Answer Pattern Analysis – summary of school's, district's, or teacher's incorrect answers, by performance level.
- Wrong Answer Summary Analysis – summary of your school's, district's, or teacher's incorrect answers.
- Annual Student Assessment Summary Download – a listing of every student test score result for a given year.
- Chap Download – summary of students' test histories, in Excel, suitable for sorting.
- Item Analysis – individual student responses to all questions.
- NYS 3-8 Assessment Student Longitudinal – student longitudinal report, by subject, for all 3-8 assessments.
- NYSESLAT Longitudinal – longitudinal report for the year selected comparing current year results to previous year results.
- NYSESLAT Proficiency – data for the year selected grouped by grade test bands within building.
- Re-rostered Assessment Summary – lists the number of students at each performance level for a particular assessment, regrouped by current departments, courses or teachers.

- Student Assessment Scores – Individual student scores and performance levels by district, building, or teachers that can be filtered by subgroups.

Measures of Academic Progress (MAP) Reports

- Teacher Report - displays RIT, RIT Range, Percentile, and Goal Performance scores for all students; shows summary data for the class; can be generated to show goal descriptors (HI-AV-LO) or RIT Ranges.
- Class Breakdown by Overall RIT Report - displays the academic diversity of a classroom in reading and math.
- Class Breakdown by Goal Report – displays the academic diversity of students in specific goal areas within reading or math.
- DesCartes – identifies content at students’ instructional level.
- Individual Student Report – displays summary of students’ test histories in text and graph format.
- Student Goal Setting Worksheet – displays current scores in specific goal areas within reading or math, allowing teachers to begin the goal-setting process with individual students.
- Achievement Status and Growth Summary Class Report – provides data in the spring relative to the growth targets for each student based on the student’s grade and RIT level in the fall.
- School Overview Report – gives school administrators a view of proficiency indicators, growth, and performance by grade level for math and reading.
- District by School Report – displays projected performance and growth distribution for selected school.
- District by Grade Report – displays projected performance and growth distribution for selected grade.

A teacher who completes a structured review and analysis of student performance on the State assessments and the MAP, will receive 10 points toward their subcomponent score.

C. Evidence Binder/Portfolio

The district will use an evidence binder of teacher artifacts which will comprise 5 points of the “Other Measurable” subcomponent. The teacher will compile an

evidence binder/portfolio including the six sections with the specific criteria described below. A teacher who completes the evidence binder/portfolio will receive 5 points.

- **Communication**
This section should include examples of various forms of communication which may include, but not be limited to written correspondence to or from parents, newsletters, web pages, or documented phone conversations.
- **Activities**
This section should include a brief description of the school activities that a teacher has been involved in outside the classroom including, but not limited to clubs, coaching or supervising interscholastic athletics, supervising or participation in school events, committees, and participation in associations such as PTA or SEPTA.
- **Student Showcase**
This section should be a showcase of the work of two or three students. It should include a written description of the demonstrated progress of a particular student during the course of the school year with related artifacts that may include but not be limited to student work samples, student reports, projects or assessments.
- **Lesson Plans**
This section should include two or three lesson plans for lessons that were taught during the school year.
- **Professional Growth**
This section should highlight a teacher's professional growth and may include, but not be limited to courses taken, conferences or workshops attended, articles written, awards received, participation in professional organizations, mentoring or participation on District committees.
- **Photographs**
This section should include photographs of various activities involving the teacher and his/her students. These may include, but not be limited to photographs of classroom lessons, bulletin boards, trips, teams, participation in school activities.

D. Professional Growth Goals with Self Reflection

The district will use teacher professional growth goals with self reflection which will comprise 5 points of the "Other Measurable" subcomponent. The teacher will set goals for the school year and review the goals quarterly to document the actions taken to meet the goals. A teacher who completes the professional growth goals and self reflection will receive 5 points toward their subcomponent score.

PRINCIPAL EVALUATION SYSTEM

I. New York State Assessments in Mathematics and English Language Arts (20%)

The District will use the New York State assessments in mathematics and English Language Arts for principals of schools with students in grade 4-8 for 20 points of the

total composite score. The principals will receive points based on the students' performance on the assessments as determined by the State Education Department. The scoring ranges for this subcomponent have been set by the State Education Department. For the 2011-2012 school year the scoring ranges will be:

Ineffective	0-2
Developing	3-11
Effective	12-17
Highly Effective	18-20

II. Locally-Selected Measures of Student Achievement (20%)

The District will use the NWEA Measures of Academic Progress (MAP) for students in grade 4 through 8 for the 20 points of the locally-selected measures of student achievement. The Overall Percentage of Target RIT met or exceeded by the students will be used to determine the number of points a principal receives. The students' performance in both mathematics and English Language Arts will be combined according to the following breakdown:

Mathematics

Level	Overall Percentage of Target RIT	Score
Ineffective	0-49	1
Developing	50-69	5
Effective	70-120	8
Highly Effective	121+	10

English Language Arts

Level	Overall Percentage of Target RIT	Score
Ineffective	0-49	1
Developing	50-69	6
Effective	70-120	9
Highly Effective	121+	10

The score for mathematics and the score for English Language Arts will be combined to give the principal a total score for locally-selected measures of student achievement in accordance with the State scoring ranges.

III. Other Measures of Effectiveness (60%)

A. Broad Assessment of Principal Leadership and Management Actions

The district will use the Reeves Leadership Performance Matrix (Appendix D) to determine 50 points of the 60 points in the "Other Measures" subcomponent for principals. In addition, school visits by other trained evaluators and the review of

school documents, records, and state accountability process will be factored into the 50 points. The breakdown of points for 2011-2012 will be:

<u>Level</u>	<u>Score</u>	
Ineffective	10	Overall performance and results do not meet standards
Developing	25	Overall performance and results need improvement in order to meet standards
Effective	45	Overall performance and results meet standards
Highly Effective	50	Overall performance and results exceed standards.

B. Ambitious and Measurable Goals

The remaining 10 points of the principals' rating in this subcomponent will be based on the one or more ambitious and measurable goals set collaboratively with principals and their superintendent as outlined in the principals' educational plan. At least one goal will address the principal's contribution to improving teacher effectiveness through the facilitation of teacher participation in professional development opportunities made available by the school district.

SUPERINTENDENT EVALUATION SYSTEM

The Superintendent of Schools will be evaluated annually in accordance with District policy.

EMPLOYMENT DECISIONS

Annual professional performance reviews, using the designated quality rating categories of Highly Effective, Effective, Developing and Ineffective, will be used as a significant factor in employment decisions, including promotion, retention, tenure determinations, termination, and supplemental compensation.

PROFESSIONAL DEVELOPMENT

The APPR will be used as a significant factor in teacher and principal development, including, but not limited to, coaching, induction support and differentiated professional development. The District Professional Development Plan provides opportunities for teachers to have input into the selection of staff development and provides access to a variety of different staff development opportunities. The focus of staff development will be on the improvement of student performance and will be aligned with the New York State Common Core Standards and New York State Teaching Standards.

TIMELY AND CONTRUCTIVE FEEDBACK

Teachers will receive a comprehensive annual professional performance review and have the opportunity to discuss the review with their supervisor. In addition, teachers will have feedback from their supervisors on their evidence binders and self reflection. In addition, any teacher rated ineffective or developing will begin the Teacher Improvement Plan (TIP) process.

Principals will receive a comprehensive annual professional performance review and have the opportunity to discuss the review with the Superintendent of Schools. Also, principals will have feedback on their educational plans. In addition, any principal rated ineffective or developing will begin the Principal Improvement Plan (PIP) process.

TRAINING/CERTIFICATION

Two members of the District Network Team Equivalent completed the five day RTTT Network Team Summer Institute provided by the State Education Department in Albany. They have been certified as turnkey trainers to implement the goals of the Regents Reform Agenda including Common Core Standards, school-based inquiry, and the new performance evaluations for teachers.

All administrators in the district responsible for observing and evaluating teachers will participate in training sessions provided by the Network Team Equivalent trainers designed to sharpen observation skills, review criteria to be evaluated and methods of evaluation in accordance with the State Education Department's requirements.

The District will ensure the training and certification of its lead evaluators in accordance with the requirements prescribed in the commissioner's regulations. The District will further ensure that lead evaluators maintain inter-rater reliability over time and that they are recertified on an annual basis.

TEACHER IMPROVEMENT PLANS (TIP)

The Teacher Improvement Plan (TIP) is designed to provide support through communication, discussion and collaboration in identified areas of significant concern. When a teacher receives a rating of "developing" or "ineffective" through an annual professional performance review, a Teacher Improvement Plan will be developed and implemented. A TIP must be implemented no later than 10 days after the date on which teachers are required to report prior to opening of classes for the school year. The TIP will define specific standards-based goals that a teacher must make progress toward attaining within a specific period of time. The TIP will include:

- The identification of areas that need improvement
- Differentiated activities to support improvements in these areas
- A timeline for achieving improvement
- The manner in which achievement will be assessed

The plan will clearly describe the professional learning activities that the teacher must complete. These activities should be connected directly to the areas needing improvement. The artifacts that the teacher must produce that can serve as benchmarks of their improvement and as evidence for the final stage of their improvement plan will be described and will include items such as lessons, student work, or unit plans. The additional assistance and support that the teacher will receive will be clearly stated in the TIP.

During the final stage of the improvement plan, the teacher will meet with their supervisor to review the plan alongside any artifacts and evidence from evaluations in order to provide a final, summative rating for the teacher.

PRINCIPAL IMPROVEMENT PLANS (PIP)

Negotiations in Progress.

APPEALS PROCEDURES

1. A teacher may challenge their annual professional performance review pursuant to section 3012-c of the Education Law.
 - a. Appeals shall be limited to those evaluations which have resulted in a rating of Ineffective or Developing.
 - b. Within five school days of the receipt of an annual evaluation providing a rating as set forth in Subparagraphs (a) above, a teacher may appeal the annual evaluation to the Superintendent of Schools or his/her designee. The appeal shall be in writing and shall articulate in detail the basis of the appeal. Appeals shall be limited to:
 1. the substance of the annual professional performance review;
 2. the school district's adherence to the standards and methodologies required for such reviews pursuant to Section 3012(c) of the Education law;
 3. the school district's adherence to the Regulations of the Commissioner and compliance with any applicable locally negotiated procedures; and
 4. the school district's issuance and/or implementation of the terms of the teacher's or principal's improvement plan
 - c. Any issue not raised in the written appeal shall be deemed waived.
 - d. Within five school days of receipt of the appeal, the Superintendent of Schools or his/her designee shall render a written determination with respect thereto.

- e. The determination of the Superintendent of Schools or his/her designee as to the substance of the annual professional performance review shall not be grievable, arbitrable, nor reviewable in any other forum. However, nothing shall prevent a teacher from challenging the substance of an evaluation within the context of a proceeding pursuant to Education Law 3020-a. Procedural issues that will be set forth in this Article shall be subject to the grievance machinery of the contract.
- f. The time frames referred to herein may be extended by mutual agreement of the parties.

APPENDIX A

New York State Teaching Standards

THE NEW YORK STATE TEACHING STANDARDS

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

- a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.
- b. Teachers create developmentally appropriate lessons that address students' learning differences and needs.
- c. Teachers implement lessons and modify instruction based upon students' developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

- a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.
- b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
- c. Teachers explain their instructional decisions citing current research.

Element I.3:

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

- a. Teachers vary and modify instruction to meet the diverse learning needs of each student.
- b. Teachers create, deliver, and adapt instruction to address each student's strengths, interests, and experiences.

Element I.4:

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

- a. Teachers utilize strategies that enable two-way communication with each student's parents, guardians, and/or caregivers.
- b. Teachers use a variety of techniques to accommodate the communication needs of each student's parents, guardians, and/or caregivers.

Element I.5:

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students' learning.

Performance Indicators:

- a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
- b. Teachers incorporate an understanding of their students' strengths and limitations, and the environmental factors that influence their students' learning.
- c. Teachers attend to an individual student's personal and family experiences by incorporating multiple perspectives.

Element I.6:

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

- a. Teachers use technological tools and a variety of communication strategies to engage each student.
- b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Element II.1

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

- a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
- b. Teachers engage students to use key disciplinary language with comprehension through instruction.
- c. Teachers demonstrate the effective use of current developments in pedagogy and content.
- d. Teachers design learning experiences that foster student understanding of key disciplinary themes.
- e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

Element II.2

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

Performance Indicators:

- a. Teachers facilitate students' ability to develop diverse social and cultural perspectives.
- b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.
- c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.
- e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.

Element II.3

Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

- a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.
- b. Teachers adapt instruction in response to various levels of student understanding.
- c. Teachers make meaningful connections between content and students' life experiences.
- d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4

Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

- a. Teachers design learning experiences that are aligned with learning standards.
- b. Teachers articulate clear learning objectives that align with learning standards.
- c. Teachers include opportunities for students' to achieve learning goals in a variety of ways.

Element II.5

Teachers design relevant instruction that connects students' prior understanding and experiences to new knowledge.

Performance Indicators:

- a. Teachers determine current levels of students' understanding and knowledge of content through questioning techniques, discussion, and other methods.
- b. Teachers address common misconceptions in the content area through instructional methods.
- c. Teachers design learning experiences that connect students' prior knowledge and instruction to new content.

Element II.6

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

- a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.
- b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.
- c. Teachers organize and effectively use time to achieve learning goals.
- d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.
- e. Teachers access appropriate resources to meet specific learning differences or needs.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Element III.1

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

- a. Teachers align instruction to standards.
- b. Teachers implement instruction proven to be effective in prior research.
- c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

- a. Students understand directions and procedures.
- b. Teachers use a variety of questioning techniques to advance student learning and reflection.
- c. Students' comments and questions are acknowledged and utilized to advance learning.
- d. Students understand lesson content through a teacher's use of multiple modalities, such as oral, written, graphic, kinesthetic, and/or tactile methods.
- e. Teachers adjust communication in response to student needs.

Element III.3

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

- a. Teachers articulate high expectations for all students.
- b. Students have a clear understanding of measures of success.
- c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

Element III.4

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

- a. Teachers use an understanding of students' diverse backgrounds to individualize interactions and differentiate instruction.
- b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.
- c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.

Element III.5

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

- a. Students synthesize and express ideas both in written and oral formats.
- b. Students work effectively with others, including those from diverse groups and with opposing points of view.
- c. Students make decisions, solve problems, and take actions as appropriate.
- d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.
- e. Students utilize technologies and resources to solve real world problems.

Element III.6

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

- a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.
- b. Teachers seek and provide feedback during and after instruction.
- c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students' progress.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Element IV.1

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

- a. Teachers are caring and respectful in their interactions with students.
- b. Teachers embrace student diversity as an asset in the classroom.
- c. Teachers recognize and reinforce positive interactions among students.
- d. Teachers create a climate of acceptance and respect.
- e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

- a. Teachers encourage students to set high standards and expectations for their own performance.
- b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
- c. Teachers promote students' curiosity and enthusiasm for learning.
- d. Students are actively engaged in learning.
- e. Students openly express their ideas.
- f. Students show pride in their work and accomplishments.

Element IV.3

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

- a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
- b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
- c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
- d. Students exhibit respectful classroom interactions.

Element IV.4

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

- a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate student accomplishments.

- b. Teachers ensure that all students have equitable access to available resources and technologies.
- c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.
- d. Teachers know and implement policies and procedures to ensure student safety.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Element V.1

Teachers design, adapt, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

- a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.
- b. Teachers use formative assessment to inform teaching and learning.
- c. Teachers use summative assessment to measure and record student achievement.
- d. Teachers design assessments that are aligned with curricular and instructional goals.
- e. Teachers design and adapt assessments that accurately determine mastery of student skills and knowledge.
- f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student performance.
- g. Teachers implement required assessment accommodations and modifications.

Element V.2

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

- a. Teachers analyze data accurately.
- b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.
- c. Teachers use assessment data to set goals and design and differentiate instruction.
- d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

Element V.3

Teachers communicate information about various components of the assessment system.

Performance Indicators:

- a. Teachers provide access to information on student assessments.
- b. Teachers provide appropriate information and interpretation of various assessment data.

Element V.4

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to adjust assessment and plan instruction accordingly.

Performance Indicators:

- a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.
- b. Teachers develop a plan for their overall assessment system.

- c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

- a. Teachers communicate the purposes of the assessments they use.
- b. Teachers prepare all students for the demands of particular assessment formats, and appropriately modify assessments or testing conditions for students with exceptional learning needs.
- c. Teachers articulate assessment criteria to students and provide parameters for success.
- d. Teachers equip students with assessment skills and strategies.
- e. Students practice various formats of assessments using authentic curriculum.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Element VI.1

Teachers uphold professional standards of practice and policy as related to students' rights and teachers' responsibilities.

Performance Indicators:

- a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.
- b. Teachers are proactive and advocate to meet the needs of students.
- c. Teachers use self-reflection and stakeholders' feedback to inform and adjust professional behavior.
- d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.
- e. Teachers complete training in response to state and local requirements and jurisdictions.

Element VI.2

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:

- a. Teachers support and promote the shared school and district vision and mission to support school improvement.
- b. Teachers participate actively as part of an instructional team.
- c. Teachers share information and best practices with colleagues to improve practice.
- d. Teachers demonstrate an understanding of the school as an organization within a historical, cultural, political, and social context.
- e. Teachers collaborate with others both within and outside the school to support student growth, development, and learning.
- f. Teachers collaborate with the larger community to access and share learning resources.

APPENDIX B

ISLLC Educational Leadership Policy Standards

Educational Leadership Policy Standards: ISLLC 2008

Standard 1

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

APPENDIX C

Danielson's Framework for Teaching Rubric

Domain 1: Planning and Preparation

Component	Ineffective	Developing	Effective	Highly Effective
<i>1a: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher activity builds on knowledge of prerequisite and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>1b: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>1c: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>1d: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.
<i>1e: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with the instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>1f: Designing student assessment</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence of Teaching

Domain 2: The Classroom Environment

Component	Ineffective	Developing	Effective	Highly Effective
2a: Creating an environment of respect and rapport	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions, between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
2b: Establishing a culture for learning	The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	Teacher's attempt to create a culture for learning are partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students, genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject, and all students hold themselves to high standards of performance, for example by initiating improvements to their work.
2c: Managing classroom procedures	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instruction time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
2d: Managing student behavior	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students have taken an active role in monitoring the standards of behavior.
2e: Organizing physical space	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Evidence of Teaching

Domain 3: Instruction

Component	Ineffective	Developing	Effective	Highly Effective
3a: Communicating with students	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of knowledge contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
3b: Using questioning and discussion techniques	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.
3c: Engaging students in learning	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly placed.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
3d: Using assessment in instruction	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
3e: Demonstrating flexibility and responsiveness	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

Domain 4: Professional Responsibilities

Component	Ineffective	Developing	Effective	Highly Effective
<i>4a: Reflecting on Teaching</i>	Teacher's reflection on the lesson does not provide an accurate or objective description of the event of the lesson.	Teacher's reflection provides a partially accurate and objective description of the lesson, but does not cite specific positive and negative characteristics. Teacher makes global suggestions as to how the lesson might be improved.	Teacher's reflections provides an accurate and objective description of the lesson, and cites specific positive and negative characteristics. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection of the lesson is highly accurate and perceptive, and cites specific examples that were not fully successful, for at least some students. Teacher draws on an extensive repertoire to suggest alternative strategies.
<i>4b: Maintaining Accurate Records</i>	Teacher has no system for maintaining accurate records, resulting in errors and confusion.	Teacher's system for maintaining accurate records is rudimentary and only partially effective.	Teacher's system for maintaining accurate records is efficient and effective.	Teacher's system for maintaining accurate records is efficient and effective, and students contribute to its maintenance.
<i>4c: Communicating with Families</i>	Teacher provides little or no information to families and makes no attempt to engage them in the instructional program.	Teacher complies with school procedures for communicating with families and makes an effort to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. They convey information to families about individual students in a culturally appropriate manner.	Teacher communicates frequently and sensitively with families and responds to the individual cultural needs of families. Teacher successfully engages families in the instructional program; students participate in communicating with families.
<i>4d: Contributing to the School and District</i>	Teacher's relationships with colleagues are negative or self-serving, and teacher avoids being involved in school and district events and projects.	Teacher's relationships with colleagues are cordial, and teacher participates in school and district events and projects when specifically requested.	Teacher participates actively in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to school and district events and projects, and assumes leadership with colleagues.
<i>4e: Growing and Developing Professionally</i>	Teacher does not participate in professional development activities, even when such activities are clearly needed for the development of teaching skills.	Teacher's participation in professional development activities is limited to those that are convenient or are required.	Teacher seeks out opportunities for professional development based on an individual assessment of need.	Teacher actively pursues professional development opportunities, and makes a substantial contribution to the profession through such activities as action research and mentoring new teachers.
<i>4f: Demonstrating Professionalism</i>	Teacher's sense of professionalism is low, and teacher contributes to practices that are self-serving or harmful to students.	Teacher's attempts to serve students are genuine but limited.	Teacher makes genuine and successful efforts to ensure that all students are well served by the school.	Teacher assumes a leadership role in ensuring that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school.

DOMAIN 1: PLANNING AND PREPARATION

ELEMENT	LEVEL OF PERFORMANCE		
	INEFFECTIVE	DEVELOPING	EFFECTIVE
Component 1a: Demonstrating Knowledge of Content and Pedagogy			
Knowledge of content and the structure of the discipline	In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.
Knowledge of prerequisite relationships	Teacher's plans and practice display little understanding of prerequisite relationships important to student learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts and a link to necessary cognitive structures by students to ensure understanding.
Knowledge of content-related pedagogy	Teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	Teacher's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.
Component 1b: Demonstrating Knowledge of Students			
Knowledge of child and adolescent development	Teacher displays little or no knowledge of the developmental characteristics of the age group.	Teacher displays partial knowledge of the developmental characteristics of the age group.	Teacher displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.
Knowledge of the learning process	Teacher sees no value in understanding how students learn and does not seek such information.	Teacher recognizes the value of knowing how students learn, but this knowledge is limited or outdated.	Teacher displays extensive and subtle understanding of how students learn and applies this knowledge to individual students.
Knowledge of students' skills, knowledge, and language proficiency	Teacher displays little or no knowledge of students' skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills, knowledge, and language proficiency but displays this knowledge only for the class as a whole.	Teacher displays understanding of individual students' skills, knowledge, and language proficiency and has a strategy for maintaining such information.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Knowledge of students' interests and cultural heritage	Teacher displays little or no knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes that value of understanding students' interests and cultural heritage but displays this knowledge only for the class as a whole.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for groups of students.	Teacher recognizes the value of understanding students' interests and cultural heritage and displays this knowledge for individual students.
Knowledge of students' special needs	Teacher displays little or no understanding of students' special learning or medical needs or why such knowledge is important.	Teacher displays awareness of the importance of knowing students' special learning or medical needs, but such knowledge may be incomplete or inaccurate.	Teacher is aware of students' special learning and medical needs.	Teacher possesses information about each student's learning and medical needs, collecting such information from a variety of sources.
Component 1c: Setting Instructional Outcomes				
Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of student learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.
Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.
Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.

Component 1d: Demonstrating Knowledge of Resources				
	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Resources for classroom use	Teacher is unaware of resources for classroom use available through the school or district.	Teacher displays awareness of resources available for classroom use through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources available for classroom use through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for classroom use is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources to extend content knowledge and pedagogy	Teacher is unaware of resources to enhance content and pedagogical knowledge available through the school or district.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources to enhance content and pedagogical knowledge available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources to enhance content and pedagogical knowledge is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
Resources for students	Teacher is unaware of resources for students available through the school or district.	Teacher displays awareness of resources for students available through the school or district but no knowledge of resources available more broadly.	Teacher displays awareness of resources for students available through the school or district and some familiarity with resources external to the school and on the Internet.	Teacher's knowledge of resources for students is extensive, including those available through the school or district, in the community, and on the Internet.
Component 1e: Designing Coherent Instruction				
Learning activities	Learning activities are not suitable to students or to instructional outcomes and are not designed to engage students in active intellectual activity.	Only some of the learning activities are suitable to students or to the instructional outcomes. Some represent a moderate cognitive challenge, but with no differentiation for different students.	All of the learning activities are suitable to students or to the instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of students.	Learning activities are highly suitable to diverse learners and support the instructional outcomes. They are all designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional materials and resources	Materials and resource are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning.	Some of the materials and resources are suitable to students, support the instructional outcomes, and engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning.	All of the materials and resources are suitable to students, support the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate use of technology and of student participation in selecting or adapting materials.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Instructional groups	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups partially support the instructional outcomes, with an effort at providing some variety.	Instructional groups are varied as appropriate to the students and the different instructional outcomes.	Instructional groups are varied as appropriate to the students and the different instructional outcomes. There is evidence of student choice in selecting the different patterns of instructional groups.
Lesson and unit structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is uneven, with reasonable time allocations.	The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs. The progression of activities is highly coherent.

Component 1f: Designing Student Assessments

Congruence with instructional outcomes	Assessment procedures are not congruent with instructional outcomes.	Some of the instructional outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.	Proposed approach to assessment is fully aligned with the instructional outcomes in both content and process. Assessment methodologies have been adapted for individual students, as needed.
Criteria and standards	Proposed approach contains no criteria or standards.	Assessment criteria and standards have been developed, but they are not clear.	Assessment criteria and standards are clear.	Assessment criteria and standards are clear; there is evidence that the students contributed to their development.
Design of formative assessments	Teacher has no plan to incorporate formative assessments in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.
Use for planning	Teacher has no plans to use assessment results in designing future instruction.	Teacher plans to use assessment results to plan for future instruction for the class as a whole.	Teacher plans to use assessment results to plan for future instruction for groups of students.	Teacher plans to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

DOMAIN 2: THE CLASSROOM ENVIRONMENT				
ELEMENT	LEVEL OF PERFORMANCE			HIGHLY EFFECTIVE
	INEFFECTIVE	DEVELOPING	EFFECTIVE	
Component 2a:Creating an Environment of Respect and Rapport				
Teacher interaction with students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.	Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Student interactions with other students	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate disrespect for one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed.
Component 2b: Establishing a Culture for Learning				
Importance of the content	Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.
Expectations for learning and achievement	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.	Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.	Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.
Student pride in work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.	Students minimally accept the responsibility to do good work but invest little of their energy into its quality.	Students accept the teacher's insistence on work of high quality and demonstrate pride in that work.	Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.

Component 2c: Managing Classroom Procedures

Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.

Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.
Component 2d: Managing Student Behavior				
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of student behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to student misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Component 2e: Organizing Physical Space

Safety and accessibility	The classroom is unsafe, or learning is not accessible to some students.	The classroom is safe, and at least essential learning is accessible to most students.	The classroom is safe, and learning is equally accessible to all students.	The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.
Arrangement of furniture and use of physical resources	The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.	Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Teacher uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.

DOMAIN 3: INSTRUCTION

ELEMENT	LEVEL OF PERFORMANCE		
	INEFFECTIVE	DEVELOPING	EFFECTIVE
Component 3a: Communicating with Students			
Expectations for learning	Teacher's purpose in a lesson or unit is unclear to students.	Teacher attempts to explain the instructional purpose, with limited success.	Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning.
Directions and procedures	Teacher's directions and procedures are confusing to students.	Teacher's directions and procedures are clarified after initial student confusion.	Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking that purpose to student interests. Teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Explanations of content	Teacher's explanation of the content is unclear or confusing or uses inappropriate language.	Teacher's explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	Teacher's explanation of content is appropriate and connects with students' knowledge and experience.	Teacher's explanation of content is imaginative and connects with students' knowledge and experience. Students contribute to explaining concepts to their peers.
Use of oral and written language	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students' ages or backgrounds.	Teacher's spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the students' ages and interests.	Teacher's spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students' vocabularies.
Component 3b: Using Questioning and Discussion Techniques				
Quality of questions	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
Discussion techniques	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
Student participation	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.
Component 3c: Engaging Students in Learning				
Activities and assignments	Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.	Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding.
Grouping of students	Instructional groups are inappropriate to the students or to the instructional outcomes.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional outcomes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Instructional materials and resources	Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally.	Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their learning.
Structure and pacing	The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.	The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.
Component 3d: Using Assessment in Instruction				
Assessment criteria	Students are not aware of the criteria and performance standards by which their work will be evaluated.	Students know some of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated.	Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.
Monitoring of student learning	Teacher does not monitor student learning in the curriculum.	Teacher monitors the progress of the class as a whole but elicits no diagnostic information.	Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.	Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.
Feedback to students	Teacher's feedback to students is of poor quality and not provided in a timely manner.	Teacher's feedback to students is uneven, and its timeliness is inconsistent.	Teacher's feedback to students is timely and of consistently high quality.	Teacher's feedback to students is timely and of consistently high quality, and students make use of the feedback in their learning.
Student self-assessment and monitoring of progress	Students do not engage in self-assessment or monitoring of progress.	Students occasionally assess the quality of their own work against the assessment criteria and performance standards.	Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.	Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.
Component 3e: Demonstrating Flexibility and Responsiveness				
Lesson adjustment	Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.	Teacher attempts to adjust a lesson when needed, with only partially successful results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson when needed.
Response to students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Persistence	When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on.	Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
ELEMENT	LEVEL OF PERFORMANCE			HIGHLY EFFECTIVE
	INEFFECTIVE	DEVELOPING	EFFECTIVE	
Component 4a: Reflecting on Teaching				
Accuracy	Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each.
Use in future teaching	Teacher has no suggestions for how a lesson could be improved another time the lesson is taught.	Teacher makes general suggestions about how a lesson could be improved another time the lesson is taught.	Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.
Component 4b: Maintaining Accurate Records				
Student completion of assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in maintaining the records.
Student progress in learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and only partially effective.	Teacher's system for maintaining information on student progress in learning is fully effective.	Teacher's system for maintaining information on student progress in learning is fully effective. Students contribute information and participate in interpreting the records.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Noninstructional records	Teacher's records for noninstructional activities are in disarray, resulting in errors and confusion.	Teacher's records for noninstructional activities are adequate, but they require frequent monitoring to avoid errors.	Teacher's system for maintaining information on noninstructional activities is fully effective.	Teacher's system for maintaining information on noninstructional activities is highly effective, and students contribute to its maintenance.
Component 4c: Communicating with Families				
Information about the instructional program	Teacher provides little or no information about the instructional program to families.	Teacher participates in the school's activities for family communication but offers little additional information.	Teacher provides frequent information to families, as appropriate, about the instructional program.	Teacher provides frequent information to families, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about individual families	Teacher provides minimal information to families about individual students, or the communication is inappropriate to the cultures of the families. Teacher does not respond, or responds insensitively, to family concerns about students.	Teacher adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Teacher communicates with families about students' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Teacher provides information to families frequently on student progress, with students contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.
Engagement of families in the instructional program	Teacher makes no attempt to engage families in the instructional program, or such efforts are inappropriate.	Teacher makes modest and partially successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could be enhanced by family participation.
Component 4d: Participating in a Professional Community				
Relationships with colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.	Relationships with colleagues are characterized by mutual support and cooperation.	Relationships with colleagues are characterized by mutual support and cooperation. Teacher takes initiative in assuming leadership among the faculty.
Involvement in a culture of professional inquiry	Teacher avoids participation in a culture of inquiry, resisting opportunities to become involved.	Teacher becomes involved in the school's culture of inquiry when invited to do so.	Teacher actively participates in a culture of professional inquiry.	Teacher takes a leadership role in promoting a culture of professional inquiry.
Service to the school	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least one aspect of school life.

	INEFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE
Participation in school and district projects	Teacher avoids becoming involved in school and district projects.	Teacher participates in school and district projects when specifically asked.	Teacher volunteers to participate in school and district projects, making a substantial contribution.	Teacher volunteers to participate in school and district projects, making a substantial contribution, and assumes a leadership role in a major school or district project.
Component 4e: Growing and Developing Professionally				
Enhancement of content knowledge and pedagogical skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.
Receptivity to feedback from colleagues	Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.	Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Teacher welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Teacher seeks out feedback on teaching from both supervisors and colleagues.
Service to the profession	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession.

Component 4f: Showing Professionalism

Integrity and ethical conduct	Teacher displays dishonesty in interactions with colleagues, students, and the public.	Teacher is honest in interactions with colleagues, students, and the public.	Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
Service to students	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is active in serving students.	Teacher is highly proactive in serving students, seeking out resources when needed.
Advocacy	Teacher contributes to school practices that result in some students being ill serviced by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works to ensure that all students receive a fair opportunity to succeed.	Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school.
Decision making	Teacher makes decisions and recommendations based on self-serving interests.	Teacher's decisions and recommendations are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.
Compliance with school and district regulations	Teacher does not comply with school and district regulations.	Teacher complies minimally with school and district regulations, doing just enough to get by.	Teacher complies fully with school and district regulations.	Teacher complies fully with school and district regulations, taking a leadership role with colleagues.

APPENDIX D

Reeves Leadership Performance Matrix

Reeves' Leadership Performance Matrix

1.0 Resilience: Narrative: Leaders in education bounce back quickly from adversity and stay focused on the vision of the organization. They bring together people and resources with the common belief that the organization can grow stronger in tough times when it applies certain knowledge, skills, and attitudes in the face of adversity.				
1.1 Constructive Reactions	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader constructively reacts to disappointment and barriers to success	The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons.	The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.	The leader acknowledges personal and organizational failures when confronted with evidence.	The leader is defensive and resistant to the acknowledgement of error.

1.2 Willingness to Admit Error	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates willingness to admit error and learn from it</p>	<p>The leader shares case studies of personal and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization.</p> <p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p>	<p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>There is evidence of learning from past errors.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p>	<p>The leader is able to accept evidence of mistakes when offered by others.</p> <p>Some evidence of learning from mistakes is present.</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p>
<p>1.3 Disagreement</p> <p>The leader constructively handles disagreement with leadership and policy decisions</p>	<p>The leader demonstrates willingness to challenge executive authority and policy leaders appropriately with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.</p>	<p>The leader accepts and implements leadership and policy with fidelity.</p> <p>Initiatives are represented by the leader in a way that advocates for policies as if it is the leader's idea.</p> <p>The leader proactively brings concerns to his or her immediate supervisor by articulating disagreements and points of view in the interest of the organization.</p>	<p>The leader sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p>	<p>The leader ignores or subverts executive and policy decisions that are unpopular or difficult.</p>

1.4 Dissent The leader constructively handles dissent from subordinates	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
1.5 Improvement of Specific Performance Areas The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback	<p>The leader creates constructive contention, assigning roles (if necessary) to deliberately generate multiple perspectives and consider different sides of important issues.</p> <p>The leader recognizes and rewards thoughtful dissent.</p> <p>The leader uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader's own error.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader's previous evaluations are combined with personal reflection and 360-degree feedback to formulate an action plan that is reflected in the leader's daily choices of priorities, as well as in the organization's priorities.</p> <p>The influence of previous evaluations has an impact not only on the leader, but on the entire organization.</p>	<p>The leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for his or her final decision.</p> <p>Defined structures and processes are in place for eliciting input.</p> <p>The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities.</p> <p>Performance on each evaluation reflects specific and measurable improvements along the performance continuum from unsatisfactory, to needs improvement, to effective, to highly effective.</p>	<p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader is aware of previous evaluations, but has not translated them into an action plan.</p>	<p>Dissent is absent due to a climate of fear and intimidation.</p> <p>No evidence of reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>

2.0 Personal Behavior and Professional Ethics: Narrative: Leaders in education demonstrate personal behaviors consistent with community values and morals. They keep commitments, work with students, and act in service of the best interest of the students, staff, and community.				
2.1 Integrity		Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)
The leader demonstrates integrity		<p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p>	<p>The leader meets explicit written commitments.</p> <p>The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.</p>
		<p>The leader meets commitments—verbal, written, and implied—without exception.</p> <p>Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.</p> <p>The leader's commitment to integrity is clear throughout the organization, as any commitment from anyone who reports to this leader is as good as a commitment from the leader.</p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met.</p> <p>Verbal commitments have the same weight as written commitments.</p>	<p>The phrases "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments.</p> <p>The leader does not follow through with tasks, budgets, and priorities critical to the performance of his or her site or responsibilities.</p>
2.2 Emotional Self-Control				
The leader demonstrates emotional self-control		<p>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>The leader occasionally exhibits aggressive, dismissive, or demeaning behaviors leading to a climate in which people are reluctant to raise sensitive issues.</p>
		<p>The leader possesses complete self-control, even in the most difficult and confrontational situations, but also provides assistance to colleagues on the techniques of emotional intelligence.</p> <p>Not only is the leader an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.</p>	<p>The leader deals with sensitive subjects and personal attacks with dignity and self-control.</p> <p>The leader never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.</p>	<p>The leader loses his or her temper and is emotionally unstable.</p> <p>Conversations on any sensitive topic are brief or nonexistent.</p>

2.3 Ethical and Legal Compliance with Employees The leader demonstrates compliance with legal and ethical requirements in relationship to employees	Highly Effective (System-wide Impact) In addition to "Effective" ... The leader meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. The leader inculcates the foundations of mutual respect for colleagues and for the law throughout the organization.	Effective (Local Impact) There are no instances of illegal or unethical conduct with employees or prospective employees, and no other conduct that crosses the line of policy or law.	Needs Improvement (Leadership Potential) The leader's conduct does not support a school culture respectful of the legal and policy requirements for the relationship between leaders and employees.	Unsatisfactory The leader violates (even just one time) the legal and policy requirements for the relationship between leaders and employees.
2.4 Tolerance The leader demonstrates tolerance of different points of view within the boundaries of the values and mission of the organization	The leader actively seeks differences in perspective, encouraging different scenarios and curricula in the context of academic standards. The leader explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals.	The leader focuses evaluation on the achievement of the mission and adherence to values without penalizing differences in points of view that are within the framework of organizational requirements.	There is no punishment of alternative points of view, but little or no development or encouragement of those views exists.	The leader suppresses other points of view and discourages disagreement or divergent thinking.

2.5 Respect The leader honors the time and presence of others	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	<p>The leader consistently demonstrates an ability to effectively manage time and meetings by engaging others in the process, achieving meeting objectives, and beginning and ending on time.</p> <p>The leader models respect for others by arriving early to all meetings, and has developed and shared a system to consistently encourage, welcome, and recognize diverse opinions—even when such opinions differ from those of the leader.</p> <p>Colleagues can point to specific indicators of how they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings.</p> <p>The leader is fluent with agenda items (knowledge of each topic) and is prepared to offer ideas and engage others in meaningful dialogue.</p> <p>Diverse opinions are consistently encouraged, welcomed, and recognized by the leader, even when such opinions differ from those of the leader.</p> <p>Staff who report to the leader indicate that they are afforded time, attention to their concerns, and respect during interactions with the leader.</p>	<p>The leader generally arrives on time and is prepared, participates fully, and is ready to listen and respect others in planned and unplanned meetings, with periodic exceptions (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader is occasionally fluent with agenda items in terms of knowledge of each topic, but seldom offers ideas to engage others in meaningful dialogue.</p> <p>Diverse opinions are sometimes welcomed by the leader, but this occurs inconsistently.</p>	<p>The leader frequently arrives late and is not prepared, is often absent at key meetings, and tends to engage in disrespectful behaviors that do not honor others (sidebar conversations, distractions during planned or unplanned meetings).</p> <p>The leader may be attentive, but generally only in the presence of supervisors, and rarely takes the time to be fluent and knowledgeable regarding agenda items and topics of interest to the organization.</p>

3.0 Student Achievement:

Narrative: Leaders in education make student learning their top priority. They direct energy and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula and evaluate, monitor, and provide feedback to staff on instructional delivery.

3.1 Planning and Goal Setting	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates planning and goal setting aligned to the school/district improvement plan to improve student achievement</p>	<p>The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement.</p> <p>Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives.</p>	<p>Goals and strategies reflect a clear relationship between the actions of teachers and leaders aligned to the school/district improvement plan and the impact on student achievement. Results show steady improvements based on these leadership initiatives.</p>	<p>Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement nor planning for methods of monitoring improvements.</p>	<p>Goals are neither measurable nor specific. The leader focuses more on student characteristics than on the actions of the teachers and leaders in the system.</p>

3.2 Student Achievement Results	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates evidence of student improvement through student achievement results</p>	<p>A consistent record of improved student achievement exists on multiple indicators of student success.</p> <p>Student success occurs not only on the overall averages, but in each group of historically disadvantaged students.</p> <p>Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.</p>	<p>The leader reaches the required numbers, meeting performance goals for student achievement.</p> <p>The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.</p>	<p>Some evidence of improvement exists, but there is insufficient evidence of changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals.</p>	<p>Indifferent to the data, the leader blames students, families, and external characteristics.</p> <p>The leader does not believe that student achievement can improve.</p> <p>The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.</p>

3.3 Instructional Leadership Decisions	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates the use of student achievement data to make instructional leadership decisions</p>	<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis.</p> <p>The leader has coached school administrators in other schools to improve their data analysis skills.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and has at least three years of data.</p> <p>The leader systematically examines data at the subscale level to find strengths and challenges.</p> <p>The leader empowers teaching and administrative staff to determine priorities from data.</p> <p>Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p>	<p>The leader is unaware of or indifferent to the data.</p>
<p>3.4 Student Requirements and Academic Standards</p> <p>The leader demonstrates understanding of student requirements and academic standards</p>	<p>Every faculty meeting and staff development forum is focused on student achievement, including periodic reviews of student work.</p>	<p>The link between standards and student performance is in evidence from posting examples (exemplars) of proficient student work throughout the building.</p>	<p>Standards are posted and required training has been conducted, but the link between standards and student performance is not readily evident to faculty or students.</p>	<p>Classroom curriculum is considered a matter of individual discretion.</p> <p>The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p>

3.5 Student Performance	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates understanding of present levels of student performance based on consistent assessments that reflect local and state academic standards</p>	<p>Power standards are used and shared with other buildings.</p> <p>Standards are viewed as essential building blocks because they provide enduring understanding and leverage across content areas, and provide a foundation for the next grade or course level.</p> <p>Every faculty meeting and staff development forum is focused on student achievement, including reviews of individual student work compared to standards.</p>	<p>Each academic standard has been analyzed and translated into student-accessible language.</p> <p>Power standards are widely shared by faculty members and are visible throughout the building.</p> <p>The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p>	<p>Standards have been analyzed, but are not translated into student-accessible language.</p> <p>Power standards are developed, but not widely known or used by faculty.</p> <p>Student work is posted, but does not reflect proficient work throughout the building.</p>	<p>Power standards have not been developed.</p> <p>There is no student work posted.</p>

4.0 Decision Making: Narrative: Leaders in education make decisions based on the vision and mission using facts and data. They use a transparent process for making decisions and articulate who makes which decisions. The leader uses the process to empower others and distribute leadership when appropriate.				
4.1 Factual Basis for Decisions The leader employs factual basis for decisions, including specific reference to internal and external data on student achievement and objective data on curriculum, teaching practices, and leadership practices	Highly Effective (System-wide Impact) In addition to "Effective"... Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. Data is reflected in all decisions, ranging from course and classroom assignments to the discontinuance of programs. The leader can cite specific examples of practices that have been changed, discontinued, and/or initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used. Data sources include state, district, school, and classroom assessments. Inferences from data are shared widely outside the school community to identify and replicate the most effective practices.	Effective (Local Impact) The pattern of decision-making reflects a clear reliance on state and district student achievement data as well as on curriculum, instruction, and leadership practices data.	Needs Improvement (Leadership Potential) Some decisions are based on data, but others are the result of personal preference and tradition.	Unsatisfactory Data is rarely used for decisions. The predominant decision making methodology is mandated from the leader or based on what is popular.

4.2 Decision-Making Structure	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates clear identification of decision-making structure, including which decisions are made by consensus or by the staff independently, which decisions are made by the leader after getting input from the staff, and which decisions are made by the leader alone</p>	<p>All stakeholders understand the difference between decision-making levels, including staff decisions by consensus or majority, staff input that will significantly influence leadership decisions, and unilateral leadership decisions.</p> <p>The leader uses data in such a compelling way that the vast majority of decisions are consensus or majority decisions.</p> <p>Staff surveys reflect a feeling of empowerment and personal responsibility for organizational success.</p>	<p>The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.</p>	<p>The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.</p>	<p>The leader's approach to decision making has no clear method and demoralizes or bewilders the staff.</p>
<p>4.3 Decisions Linked to Vision</p> <p>The leader links decisions to vision, mission, and strategic priorities reflected in the school/district improvement plans</p>	<p>The current vision, mission, and strategic priorities of the leader and the organization are visible, ingrained in the culture of the organization, and routinely used as a reference point for decisions.</p> <p>The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.</p>	<p>The decisions of the leader are consistent with the vision, mission, and strategic priorities of the organization (as reflected in improvement planning documents).</p>	<p>While the vision, mission, and priorities may be visible, they are not consistently linked to the leader's decisions.</p>	<p>The leader is unaware of or disconnected from the organization's vision, mission, and strategic priorities.</p> <p>There is little or no evidence of the relationship of leadership decisions to these organizational guideposts.</p>

4.4 Decisions Evaluated for Effectiveness	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader evaluates decisions for effectiveness and revises, where necessary</p>	<p>The leader can provide clear and consistent evidence of decisions that have been changed based on new data.</p> <p>The leader has a regular pattern of decision reviews and "sunsetting," in which previous decisions are reevaluated in light of the most current data.</p> <p>There is a culture of "honest bad news" in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.</p>	<p>The leader has a record of evaluating and revising decisions based on new information.</p>	<p>The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.</p>	<p>There is little or no evidence of reflection and reevaluation of previous decisions.</p>

5.0 Communication: Narrative: Leaders in education understand communication as a two-way street. They seek to listen and learn from students, staff, and community. They recognize individuals for good work and maintain high visibility at school and in the community. Regular communications to staff and community keep all stakeholders engaged in the work of the school.				
5.1 Two-Way Communication with Students The leader demonstrates two-way communication with students	Highly Effective (System-wide Impact) In addition to "Effective"... The leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.	Effective (Local Impact) The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	Needs Improvement (Leadership Potential) The leader knows most student names, is visible, often greets students by name, and talks with students frequently.	Unsatisfactory The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. Many students do not know the leader's name or recognize the leader on sight.
5.2 Two-Way Communication with Faculty and Staff The leader demonstrates two-way communication with faculty and staff	The leader actively engages in "active listening" to the faculty and staff. The leader's calendar reflects numerous individual and small group meetings with staff at every level, not just with the direct reports. Bus drivers, cafeteria workers, and first-year teachers all report confidence in their ability to gain a respectful hearing from the leader.	Faculty meetings include open discussions with two-way discussions. Faculty members regularly have the opportunity for 1:1 meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contributions made by each one.	The leader typically limits his or her listening to time during faculty meetings.	Faculty meetings consist of the reading of announcements, with little or no interaction.

5.3 Two-Way Communication with Parents and Community	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader demonstrates two-way communication with parents and community</p>	<p>Clear evidence of parent-centered and community-centered communication is present, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</p> <p>Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement.</p> <p>Survey data suggests that parents and community members feel empowered and supportive of educational objectives.</p>	<p>The leader conducts frequent interactions with parents and community members, including newsletters, briefings, visits and calls, and the use of technology (e.g., voicemail, hotlines, email, websites).</p> <p>There is clear evidence of decisions based on input from parents and community members.</p>	<p>Parents and community members receive a respectful hearing when they initiate the conversation.</p>	<p>Parents and community members have little or no role to play in leadership decision making.</p>
<p>5.4 Analysis of Input and Feedback</p> <p>The leader actively listens and analyzes input and feedback</p>	<p>The leader models open communication by listening purposefully and actively.</p> <p>The leader is able to read the situation and respond accordingly.</p> <p>The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), explicitly plans analysis of and reflection on data, and establishes structures that facilitate action based on feedback and analysis.</p>	<p>Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes the sharing of information.</p> <p>The leader has established an effective communication plan, communicates openly, and is receptive to ideas from a variety of sources and perspectives.</p>	<p>The leader appears to listen to others, but often relies on his/her interpretation of events rather than seeking out alternative perspectives and interpretations.</p> <p>Analysis of listening data occurs rarely.</p>	<p>The leader hears what others say, but relies on his/her personal interpretation.</p> <p>The leader does not appear to communicate openly, omitting key details and attempting to resolve challenges without input or assistance.</p>

6.0 Faculty Development: Narrative: Leaders recruit, hire, and retain effective and highly effective teachers. In their efforts to retain effective and highly effective teachers, leaders focus on evidence, research, and classroom realities faced by teachers. They link professional practice with student achievement to demonstrate the cause and effect relationship. Leaders also facilitate effective professional development, monitor implementation of critical initiatives, and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.				
6.1 Faculty Proficiencies and Needs	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
Understanding of faculty proficiencies and needs for further development to support and retain effective and highly effective teachers	<p>The leader has demonstrated a record of differentiated professional development for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional development that differentiates training and implementation based on teacher needs, which help retain effective and highly effective staff.</p> <p>The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations.</p>	<p>Faculty development reflects the prioritized needs of the School Improvement Plan and some effort has been made to differentiate and embed professional development to meet the needs of all faculties (coaching, mentoring, collaborative teams, peer scoring). The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain effective and highly effective faculty members.</p>	<p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc.</p>	<p>Professional development is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining effective and highly effective staff is problematic.</p>

6.2 Leading Professional Development	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>Personal participation in leading professional development</p>	<p>The leader is an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to regularly learn from colleagues.</p> <p>The leader routinely shares learning experiences with other administrators and colleagues throughout the system.</p>	<p>The leader devotes faculty meetings to professional development, not announcements.</p> <p>The leader personally leads professional development <i>at various times</i> throughout the school year.</p>	<p>The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues, but relies on others to lead each professional development opportunity.</p>	<p>The leader displays little or no evidence of new learning or sharing that learning with colleagues.</p>
<p>6.3 Formal and Informal Feedback</p> <p>Formal and informal feedback to colleagues with the exclusive purpose of improving individual and organizational performance</p>	<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce effective/highly effective performance and highlight the strengths of colleagues and staff.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance.</p>	<p>Formal feedback is nonspecific.</p> <p>Informal feedback is rare, nonspecific, and not constructive.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader models coaching and mentoring</p>	<p>The leader is deliberate in establishing development structures that conform to the Learning Forward/National Staff Development Council (NSDC) Standards.</p> <p>The leader coaches other administrators on successful observation strategies, use of the educator standards to improve instruction and student learning, and communicating through a common language of instruction.</p> <p>The leader is seen by one's staff as capable of coaching them to improve yet willing to hold them accountable for performance that is not considered acceptable.</p> <p>Multiple examples exist that verify a standards-based professional learning community and action research is evident in context, process, and content.</p>	<p>The leader engages in coaching to improve teaching and learning, and is receptive to innovative teaching strategies and practices; the leader is also willing to facilitate new approaches to instruction through action research.</p> <p>The leader monitors classroom visits in which the actual activity corresponds to the planned activity.</p> <p>The leader actively coaches instructional staff for improvement of classroom practice making effective use of a common language of instruction, the educator standards, and research-based instructional strategies linked to improvement of student learning and instructional practice.</p> <p>A system has been developed that provides for regular observation of classrooms.</p>	<p>The leader is able to identify certain effective instructional strategies and complete observation processes, but needs to develop more prescriptive assistance about strategies and practices to help teachers refine and improve their effectiveness.</p>	<p>The leader views classroom observations as an obligation to make sure teachers are teaching and students are on task.</p> <p>Evidence of coaching and mentoring, if any, does not specify effective teaching strategies or provide feedback that is either corrective or accurate.</p>

6.4 Modeling Coaching and Mentoring	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader models coaching and mentoring (continued)		<p>Observations are not just used for rating purposes; they are also used for coaching and professional development opportunities.</p> <p>The leader has organized faculty into an effective learning/action research community, wherein coaching and mentoring occurs formally and informally among the faculty.</p>		

6.5 Recruitment and Hiring of Faculty	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader recruits and hires effective and highly effective teachers</p>	<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process.</p> <p>The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers.</p> <p>Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon her or his school's vision, culture, and performance expectations and on what type of teacher has been successful in their school.</p> <p>The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews.</p> <p>A hiring selection tool that helps interviewers focus on key success criteria aligned with Marzano's Art and Science of Teaching, compare findings with others more effectively, and develop more rigor in scoring and evaluating candidates is developed and effectively utilized.</p> <p>A hiring process is established specifying the steps, which staff is included, who is responsible and what the leader is looking for.</p>	<p>The leader works with the staff in the human resources office to write and post a job description for the vacant teaching position.</p> <p>Hiring processes are put into place but may not be systematic or systemic in nature. Consequently the process lacks standardization and improvement from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint.</p> <p>Consequently, the process may not be well thought out, disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success.</p>

7.0 Leadership Development: Narrative: Leaders in education actively cultivate and grow other leaders within the organization. They also model trust, competency, and integrity, which positively impacts and inspires growth in other potential leaders.				
7.1 Mentoring Emerging Leaders	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader mentors emerging leaders to assume key leadership responsibilities	<p>The leader has coached or mentored multiple administrators or instructional personnel who have assumed administrative positions and responsibilities.</p> <p>Multiple administrators throughout the system cite this leader as a mentor and reason for their success.</p>	The leader has personally mentored at least one emerging leader to assume leadership responsibility in an instructional leadership or at an administrative level, with positive results.	The leader provides some training to an emerging school leaders or administrator who may, in time, be able to independently assume a leadership role.	Persons under the leader's direction are unable or unwilling to assume added responsibilities; there is no evidence of effort to develop others.

7.2 Identification of Potentially Future Leaders	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader consistently identifies potential future leaders</p>	<p>The leader routinely identifies and recruits new leaders.</p> <p>The leader has specifically identified at least two new leaders in the past year, and has entered them into the ranks of leadership training.</p> <p>The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career.</p> <p>The leader helps other leaders to identify and recruit potential leadership candidates.</p>	<p>The leader has specifically identified and recruited new leaders.</p>	<p>The leader follows personnel guidelines for accepting applications for new leaders but has not implemented any systemic process for identifying emergent leaders.</p>	<p>The leader does not recognize the need for leadership in the system.</p>

7.3 Delegation and Trust	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader provides evidence of delegation and trust in subordinate leaders</p>	<p>Staff throughout the organization is empowered in formal and informal ways.</p> <p>Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate.</p> <p>The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization.</p> <p>The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment.</p>

8.0 Time/Task/Project Management: Narrative: Leaders in education manage the decision making process, but not all decisions. They establish personal deadlines for themselves and the entire organization. Additionally, leaders understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything. They also effectively manage and delegate tasks and consistently demonstrate fiscal efficiency.				
8.1 Organization of Time and Projects	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader organizes time and projects for effective leadership.	<p>The leader maintains a daily-prioritized task list.</p> <p>Personal organization allows the leader to consider innovations and be available to engage in leadership activities and collaborate with people at all levels.</p> <p>Calendar is free of conflicts and focused on the priorities of the leader and organization.</p> <p>The leader applies project management to systems thinking throughout the organization.</p>	<p>The use of organizational development tools is evident by supporting documentation provided by the leader.</p> <p>Project/task accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p>	<p>Projects are managed using lists of milestones and deadlines, but are infrequently updated.</p> <p>The impact of changes is rarely documented.</p>	<p>Project management is haphazard or absent.</p> <p>There is little or no evidence of lists of milestones and deadlines.</p>

8.2 Fiscal Stewardship	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader provides fiscal stewardship by completing projects on schedule and within budget</p>	<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities.</p> <p>The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities.</p> <p>The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments.</p> <p>The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines.</p> <p>The leader lacks proficiency in using budget to focus resources on school improvement priorities.</p>	<p>The leader has little or no record of keeping commitments for schedules and budgets.</p>

8.3 Project Objectives and Plans	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader establishes clear objectives and coherent plans for complex projects</p>	<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization.</p> <p>The leader uses complex project management to build systems thinking throughout the organization.</p> <p>Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</p> <p>Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed.</p> <p>The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization.</p> <p>The leader uses examples to differentiate between a task and a project.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep the project on time and within budget.</p> <p>The impact of change in a milestone or deadline on the project is not clear or are rarely documented, and communicated to people within the organization.</p>	<p>There is little or no evidence of project management against goals, resources, timelines, and results.</p>

9.0 Technology: Narrative: Leaders in education are technically savvy. They process changes and capture opportunities available through social networking tools and access and process information through a variety of online resources. They incorporate data-driven decision making with effective technology integration to analyze school results. Furthermore, leaders develop strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.				
9.1 Use of Technology to Improve Teaching and Learning The leader demonstrates use of technology to improve teaching and learning	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	<p>The leader serves as a model for technology implementation to other organizations.</p> <p>The links between technology implementation and learning success are clear and public.</p> <p>The leader provides evidence of greater efficiency, improved quality of information, and more responsive effective communication.</p> <p>The leader coaches the entire staff on the results of the linkage between technology and organizational success, creating new ways to save resources and improve organizational effectiveness.</p> <p>The leader relentlessly pursues emerging best practices (e.g., web-based lessons).</p>	<p>The leader can document adherence to the following:</p> <ul style="list-style-type: none"> • Assist teachers in using technology to access, analyze, and interpret student performance data and in using results to appropriately design, assess, and modify student instruction. • Collaboratively design, implement, support, and participate in professional development for all instructional staff that institutionalizes effective integration of technology for improved student learning. 	<p>The leader is personally proficient in required technology applications and appears to be an advocate for the use of instructional technology, but does not always differentiate between technology implementation and a clear impact on teaching and learning.</p>	<p>The leader does not display personal competence in the use of required technology applications.</p> <p>The leader does not link the installation of technology to specific teaching and learning objectives.</p>

9.2 Personal Proficiency in Electronic Communication	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
The leader demonstrates personal proficiency in electronic communication	<p>The leader creates new opportunities for learning and uses the organization as an example of effective technology implementation.</p> <p>Leading by example, the leader provides a model of new learning.</p>	<p>The leader personally uses email, word processing, spreadsheets, presentation software, database, and district software.</p> <p>Personal study and professional development reflect a commitment to continued learning.</p>	<p>The leader has mastered some, but not all, software required for proficient performance.</p> <p>The leader takes the initiative to learn new technology.</p>	<p>The leader has limited literacy with technology.</p> <p>There is little or no evidence of the leader taking a personal initiative to learn new technology.</p>

10.0 Personal Professional Learning: Narrative: Leaders in education stay informed on current research in education and demonstrate their understanding. They engage in professional development opportunities that improve their personal professional practice and align with the needs of the school system. In addition, leaders generate a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives.				
10.1 Personal Understanding of Research Trends The leader demonstrates personal understanding of research trends in education and leadership	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
	In addition to personal reading that is wide and deep in the fields of education research, the leader contributes directly to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations.	Personal reading, learning, and teaching in education and leadership research trends are evident and documented.	Some interest in education and leadership research trends is evident and documented. The leader is able to link personal reading to some leadership actions.	Little or no evidence of personal learning and research is present.

10.2 Personal Professional Focus	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader creates a personal professional focus</p>	<p>The leader approaches every professional development opportunity with a view toward multidimensional impact.</p> <p>Knowledge and skills are shared throughout the organization and with other departments, schools, and districts.</p> <p>Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated.</p>	<p>The leader engages in professional development that is directly linked to organizational needs.</p> <p>The priority is given to building on personal leadership strengths.</p> <p>The leader personally attends and actively participates in the professional development that is required of other leaders in the organization.</p> <p>In the case of building principals, the leader personally attends and actively participates in the professional development required of teachers.</p>	<p>The leader actively participates in professional development, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization.</p> <p>The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.</p>	<p>The leader might introduce a professional development program, but does not participate in the learning activities along with the staff.</p> <p>The leader is not strategic in planning a personal professional development focus aligned with the school or district goals.</p>

10.3 Professional Development Focus	Highly Effective (System-wide Impact) In addition to "Effective" ...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader creates a professional development focus</p>	<p>The leader has demonstrated the ability to integrate initiatives into one or two focus areas for professional development, with extensive time in faculty meetings, grade level meetings, department meetings, and staff development meetings focused on intensive implementation of a few areas of learning.</p> <p>The leader is able to document how professional development activities impact the closing of the learning gap for each subgroup.</p>	<p>Professional development plan has focused areas of emphasis and each of those areas is linked to the organization's strategic objectives.</p> <p>The leader is able to identify specific professional development offerings from past years that have been systematically reviewed and terminated because they failed to support organizational goals.</p> <p>The leader has a process for prior review of new professional development programs, and rigorously applies it to applications for time and funding.</p> <p>Professional development priorities are linked to the needs of the school, based on student and faculty achievement data.</p>	<p>Professional development opportunities are somewhat related to the organizational objectives, but no means of assessing their impact exists.</p> <p>Participant evaluations are the primary criteria for selection, so programs that are popular but ineffective tend to be the norm.</p>	<p>Faculty requests are routinely approved, whether or not they are related to student achievement.</p> <p>The leader's personal professional development agenda is based on preference, not organizational needs.</p>

10.4 Application of Learning	Highly Effective (System-wide Impact) In addition to "Effective"...	Effective (Local Impact)	Needs Improvement (Leadership Potential)	Unsatisfactory
<p>The leader applies professional development learning</p>	<p>In addition to being proficient, this leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization. In addition, this leader regularly shares these application tools with other schools, departments, or districts in order to maximize the impact if the leader's personal learning experience.</p>	<p>There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the organization.</p>	<p>The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.</p>	<p>Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional development is an expense, not an investment in constructive improvements.</p>

APPENDIX E

Evaluation of Performance Effectiveness Form

HICKSVILLE PUBLIC SCHOOLS
Hicksville, New York

___ Observation
___ Annual

EVALUATION OF PERFORMANCE EFFECTIVENESS
(CLASSROOM TEACHERS)

Teacher _____
Grade _____ Subject _____

Date _____
School _____

Summary:

I – Ineffective D – Developing E – Effective HE – Highly Effective N/A – Not applicable

Domain 1: Planning and Preparation	I	D	E	HE
1a: Demonstrating knowledge of content and pedagogy				
1b: Demonstrating knowledge of students				
1c: Setting instructional outcomes				
1d: Demonstrating knowledge of resources				
1e: Designing coherent instruction				
1f: Designing student assessment				

Domain 1 Comments/Suggestions:

Domain 2: The Classroom Environment	I	D	E	HE
2a: Creating an environment of respect and rapport				
2b: Establishing a culture for learning				
2c: Managing classroom procedures				
2d: Managing student behavior				
2e: Organizing physical space				

Domain 2 Comments/Suggestions:

Domain 3: Instruction	I	D	E	HE
3a: Communicating with students				
3b: Using questioning and discussion techniques				
3c: Engaging students in learning				
3d: Using assessment in instruction				
3e: Demonstrating flexibility and responsiveness				

Domain 3 Comments/Suggestions:

Domain 4: Professional Responsibilities	I	D	E	HE
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Contributing to the School and District				
4e: Growing and Developing Professionally				
4f: Demonstrating Professionalism				

Domain 4 Comments/Suggestions:

OVERALL RATING: ___ Ineffective ___ Developing ___ Effective ___ Highly Effective

Evaluator's Signature

Position

Date

Teacher's Signature

Date

Teacher's Comments (if any)

APPENDIX F

Teacher Improvement Plan

Form

TEACHER IMPROVEMENT PLAN
(To be completed jointly by teacher and administrator)

Name _____ School _____

School year plan is based on _____ Assignment Grade/Subject _____

Ensuing School Year _____ Grade/Subject _____

Date of related APPR _____ Date of TIP Conference _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Detail Steps to be taken)	TIMELINE FOR COMPLETION	EVIDENCE

Teacher's Comments:

Administrator's Comments:

Date outcome plan is to be evaluated by: _____

Teacher's Signature _____ Date _____

Administrator's Name _____ Title _____

Administrator's Signature _____ Date _____

TEACHER IMPROVEMENT PLAN EVALUATION

(To be attached to TIP)

Name _____ School _____

School Year Plan is based on _____ School year evaluation is based on _____

Date of TIP Evaluation conference _____

AREA(S) NEEDING IMPROVEMENT	ACTION PLAN (Detail steps to be taken)	SATISFACTORY PROGRESS		ACTION STEPS COMPLETED	
		YES	NO	YES	NO
TIP Satisfied?	____ YES ____ NO (If no recommendations must be specified in the Administrator's comments below)				

Teacher's Comments:

Administrator's Comments:

Teacher's Signature _____ Date _____

Administrator's Signature _____ Date _____